



NORTH CAROLINA Educator Effectiveness Update

Statewide Meeting for Local Planning Teams • September 2012



Materials for Today



<http://thismeeting.wikispaces.com>

Materials will be posted to NC Public
Schools website in next five days

Overview for Today



10:00 – 10:30	Context
10:30 – 11:15	Educator Effectiveness Policies
11:15 – 11:30	Data Quality
11:30 – 12:00	EVAAS Roster Verification
<i>12:00 – 1:00 Lunch</i>	
1:00 – 2:00	Common Exams
2:00 – 2:30	Local Planning Template
2:30 – 3:00	ASIS Updates
3:00 – 4:00	Local Planning Time

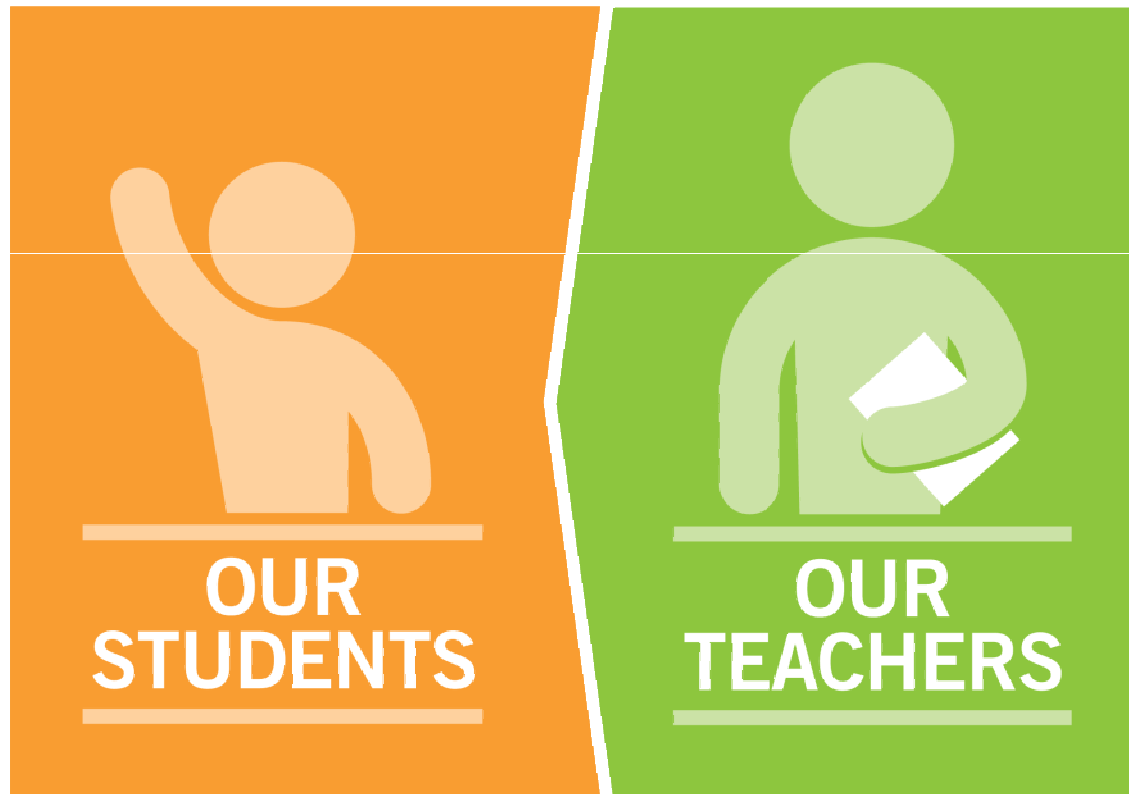
Setting the Context



Getting Students READY



The central focus of **READY** is improving student learning ... **by enabling and ensuring great teaching.**





PROJECT MAP



**New Standard
Course of Study**

●
Balanced Assessment System

●
**New Accountability
Model**

Strong Leaders

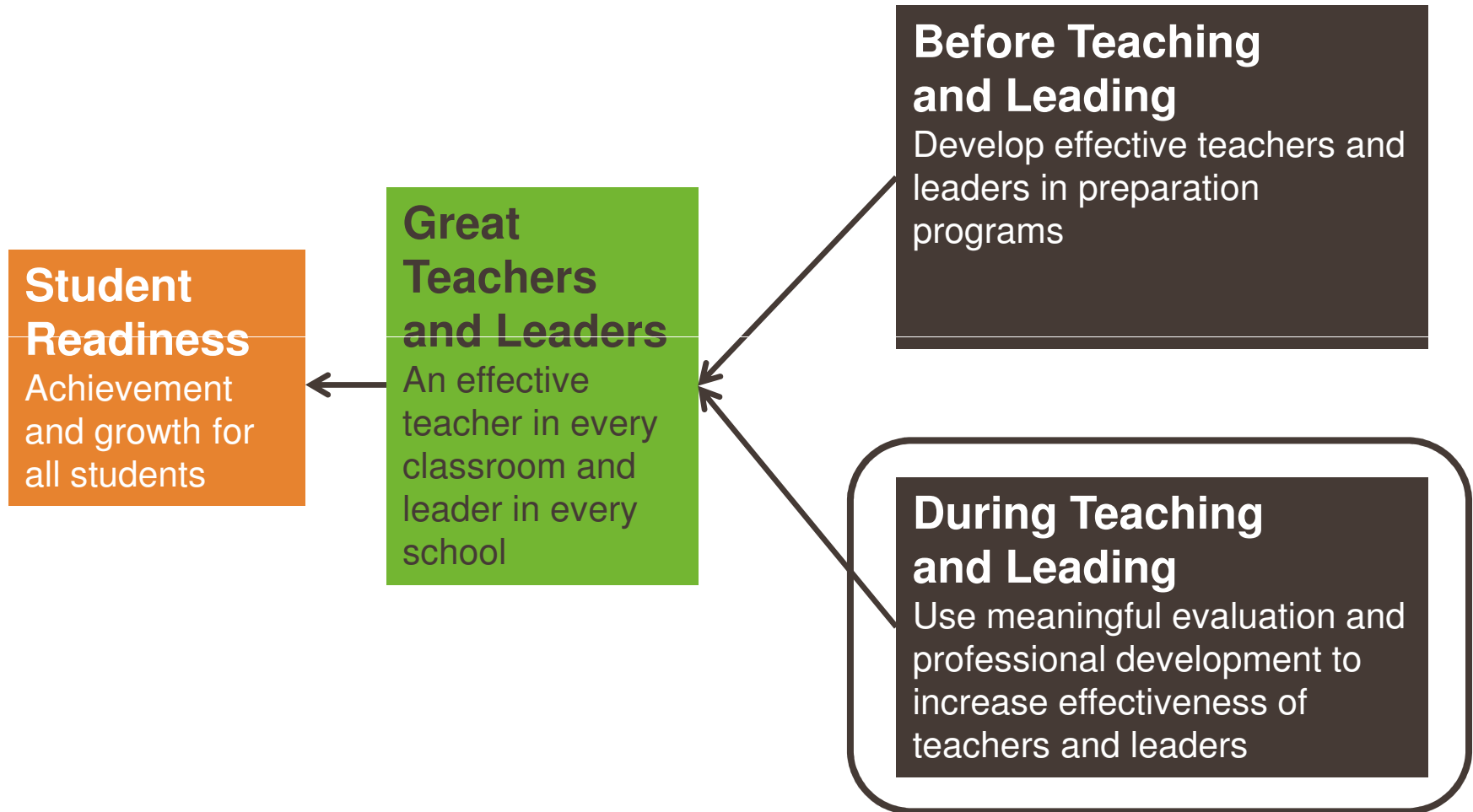
A Fair Evaluation System

**Tools and Training to
Improve Practice**

Improved Supply of Teachers

**Support in Low-Achieving
LEAs and Schools**

What is our goal?



Why educator effectiveness?



NC is implementing a new curriculum, new assessments, new technology tools to improve instruction, new ways of engaging students, and the list goes on...

So why is the State focusing on educator effectiveness in the face of so many other changes?

Because all our efforts in other areas depend on an effective teacher in every classroom and an effective leader in every school building.

Why educator effectiveness?



The work around educator effectiveness, including the Measures of Student Learning, is grounded in the belief that:

Every student in North Carolina deserves an effective teacher in all courses and grades.

Our students need to learn all of the standards in the North Carolina Standard Course of Study in order to be READY for their futures.

Why educator effectiveness?



In order to increase their effectiveness, teachers need access to high-quality data.

Every teacher in North Carolina deserves feedback on the growth of their students.

It's not about firing our way to a better teaching force. It's about creating a system that:

- Identifies the strongest teachers so that we can all learn from them, and
- Identifies those teachers who need additional support and targets that support to their needs

Educator Effectiveness Policies



How do we get there?

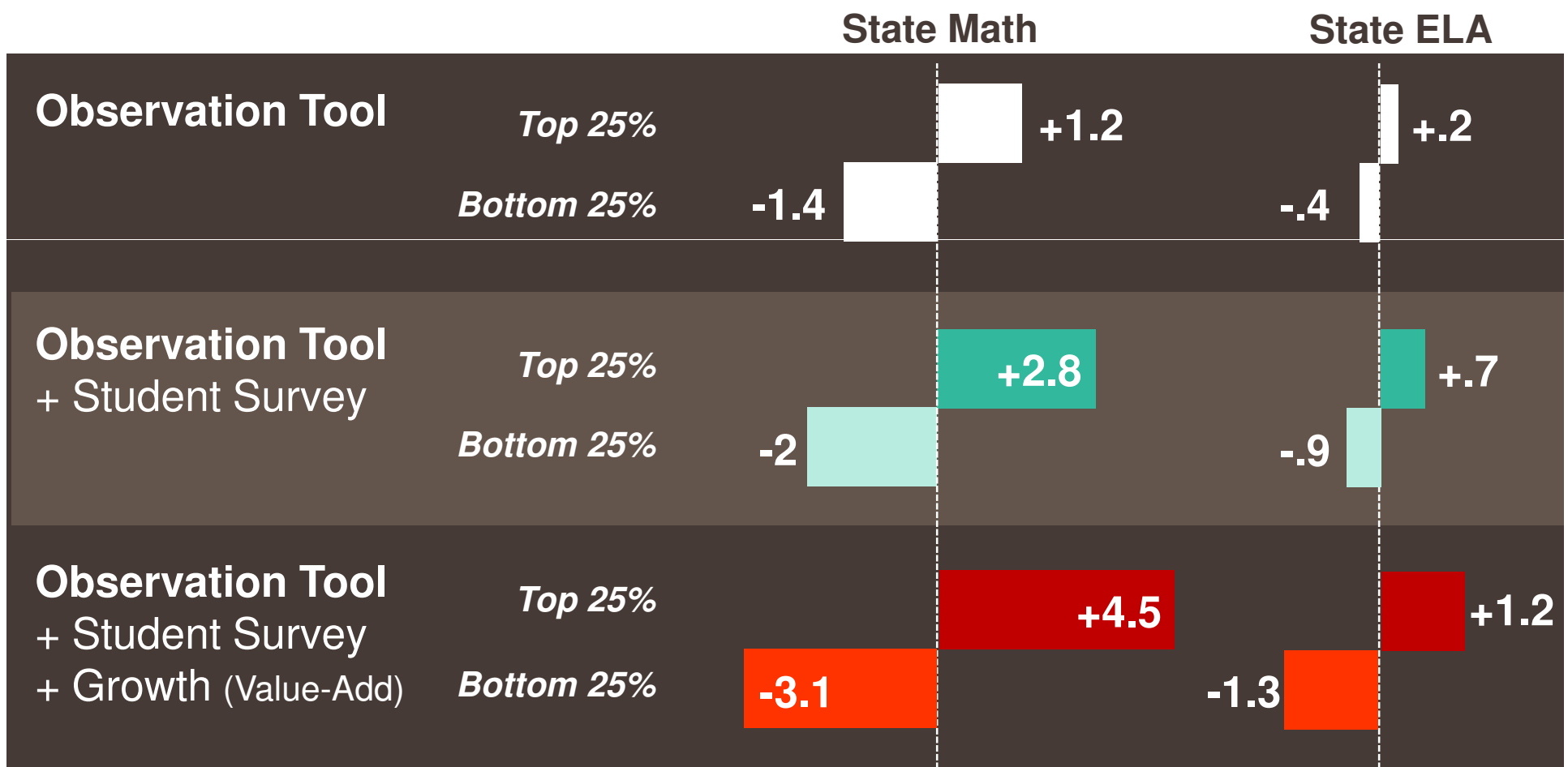


Big Question:
What is the best
approach to
Educator Evaluation
and how do we get
NC there?

Observation + Other Measures



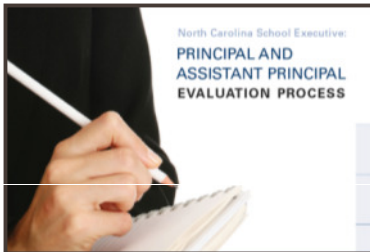
Months of Learning Gained or Lost



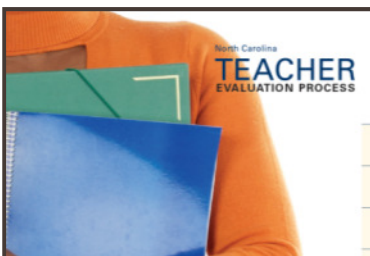
What We Have



Evaluation Tools



Standards 1-7



Standards 1-5

Some Assessments to Measure Growth

End of Grade
End of Course
VoCATs

Standard 8

End of Grade
End of Course
VoCATs

Standard 6

From the MET...

- ☒ Observation Tools
- ☒ Assessments to Measure Growth
- ☐ Student Survey

Exploring
*Piloted in 47 LEAs in
2011-12*

Observation + Other Measures



- **Standard 6 and 8**

We need a state-adopted growth model and a fair 6 & 8 rating strategy

- **Status**

We need an overall method to determine educator effectiveness status

- **Measures of Student Learning (MSLs)**

For those grades and subjects that are currently non-tested, we need ways to measure growth

Standards 6 & 8 – The Basics



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
------------------------------------	-----------------------------------	--------------------------	---------------------------------	---------------------------------	--------------------------------------------

Principals (and other Administrators)

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro-political Leadership	8 Academic Achievement Leadership
----------------------------------	--------------------------------------	---------------------------------	---------------------------------------	-----------------------------------	---------------------------------------------	----------------------------------------	---------------------------------------------

Growth Model



Teachers



Standard 6 and 8
are measures of

Growth

Principals



Growth Model



Teachers



We will use

Educator Value-Added Assessment System **EVAAS**

Principals



for standards 6 & 8 when possible

Growth Model



Teachers



How do Value-Added models work?

- They measure growth by predicting how well a student will do on an assessment.

Principals



How do they predict how well the student will do?

- They look at previous test scores and estimate how well the student should do at the end of the year.
Every student must grow based on where they start.

Ratings



Teachers



Principals



**How will the ratings on
Standards 6 & 8 work?**

Principal Rating Categories



Principals



5 Rating Categories

Not Demonstrated
Developing
Proficient
Accomplished
Distinguished

3 Rating Categories

Does not Meet Expected Growth
Meets Expected Growth
Exceeds Expected Growth

Teacher Ratings Categories



Teachers



5 Rating Categories

Not Demonstrated
Developing
Proficient
Accomplished
Distinguished



3 Rating Categories

Does not Meet Expected Growth
Meets Expected Growth
Exceeds Expected Growth

Ratings



Teachers



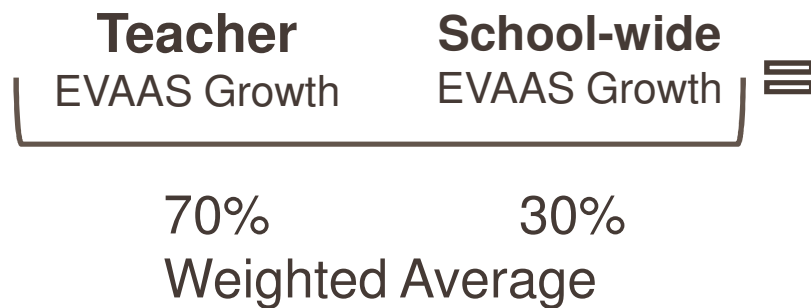
5 Rating Categories

3 Ratings Categories

Why the difference?

Identifying only three rating categories on **standard 6 & 8** improves certainty of categorization.

Teacher Ratings in 2011-12



Yearly Rating

6

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

Why is school-wide EVAAS growth included?

- To encourage collaboration and collective ownership of overall outcomes.

Note: *In 2011-12, teachers without individual EVAAS growth will have school-wide growth for Standard 6.*

Teacher Ratings in 2011-12



Yearly Rating

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

6

Teacher-level EVAAS reports available at end of September 11 (estimated)

Teacher sixth standard ratings available at end of September

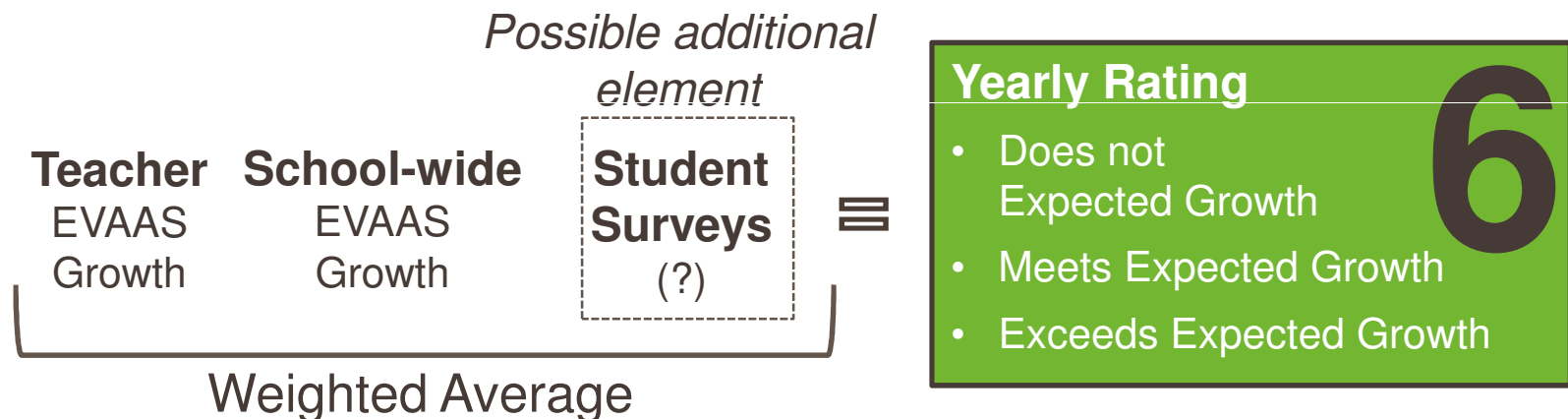
Sixth standard ratings available in two locations:

1. Rating only will be back-populated into the McREL tool and available to see on the 2011 – 2012 summary rating forms
2. Rating and component data available in EVAAS

Teacher Ratings in 2012-13



2012 – 2013 is the first year of data for all teachers and school administrators who have their own data



Principal Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



- Standards 8 rating will be determined using school-wide EVAAS growth

**School-wide
EVAAS
Growth**

=

Yearly Rating

- Does not Meet Expectations
- Meets Expected Growth
- Exceeds Expected Growth

8

Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
--------------------------------	-------------------------------	----------------------	-----------------------------	-----------------------------	-------------------------------------------

Principals

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro- political Leadership	8 Academic Achievement Leadership
------------------------------	----------------------------------	-----------------------------	--------------------------------------	-------------------------------	--------------------------------------------	----------------------------------------	--------------------------------------------

Key Note on Ratings

- Every educator is evaluated every year
- **Each standard and rating stands on its own (1 out of 6, not 1/6)**
- Ratings are used to create professional development plans each year
- Ratings are used to determine **status**

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



**What is the difference
between Ratings and
Status?**

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



Ratings

- **Teachers**
6 separate ratings to help teachers grow each year
- **Principals**
8 separate ratings to help principals grow each year

Status

- A single overall status that is determined once a principal or teacher has **three years of growth data** to populate 6 or 8
- Categories for Status
 1. **In Need of Improvement**
 2. **Effective**
 3. **Highly Effective**

Status and Standard 6 & 8

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- An educator receives an effectiveness **status** only once she has **3 years of data** on Standard 6 or 8
- A **3-year rolling average** of growth data from standard 6 or 8 is used as part of determining overall **status**

3-Year Rolling Average



*Rating from
2012 - 2013*

*Rating from
2013 - 2014*

*Rating from
2014 - 2015*

Standard 6	Standard 6	Standard 6
1.9 Met Expected Growth	-2.5 Did not meet Expected Growth	1.2 Met Expected Growth

$$\frac{1.9 + -2.5 + 1.2}{3}$$

$$= .2$$

Met Expected Growth
3- year average rating on
standard 6 for
determining **status**

Note: A similar methodology applies to principals as well.

Note: The values above represent values from the MRM model in EVAAS.

Three Years of Data



Any three years of data attributable to a teacher or principal will be combined and used:

- Any grades
- Any subjects
- Any schools
- Any districts

The three years of data do not start until they are specific to that teacher and his or her students

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



So once a educator has a
three-year average rating
for Standard 6 or 8, how
is **status** determined?

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- The Three **Status** Categories are

1. In Need of Improvement
2. Effective
3. Highly Effective

Teacher Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support



		In Need of Improvement	Effective	Highly Effective
Standards 1-5 In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-5</i>	<i>Accomplished or Higher on Standards 1-5</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> Demonstrate Leadership Establish Environment Know Content Facilitate Learning Reflect on Practice </div>		And/Or	And	And
Standard 6 Three-year rolling average $\left(\begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>

Principal Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support




		In Need of Improvement	Effective	Highly Effective
Standards 1-7 In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-7</i>	<i>Accomplished or Higher on Standards 1-7</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div> <div> Strategic Leadership Instructional Leadership Cultural Leadership Human Resource Leadership Managerial Leadership External Development Leadership Micro-political Leadership </div>		And/Or	And	And
Standard 8 Three-year rolling average $\left(\begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>

What Will Teachers See?

Rationale - MET Research - Standard 6 & 8 - **Status** - Support





- **Ratings on Standards 1 – 5** of the Educator Evaluation System (as recorded in online tool)
- **Standard 6 rating** (current year and 2 prior years)
- **Three-year rolling average** of student growth values and accompanying Standard 6 rating (for **Status** determination)
- **Overall Effectiveness Status**

[Reports](#)
[Schools](#)
[Tests/Subjects](#)
 [Print](#)
[Export](#)
 [Help](#)

Report: School Value Added
School: Turrentine Middle
District: Alamance-Burlington Schools
Year: 2011

Test: End of Course
Subject: Algebra I

Standard	Status				
Standard One: Teachers demonstrate leadership.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Two: Teachers establish a respectful environment.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Three: Teachers know the content they teach.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Four: Teachers facilitate learning for their students.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Five: Teachers reflect on their practice.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Six: Teachers contribute to the academic success of their students More Details	Does Not Meet Expected Growth		Meets Expected Growth	Exceeds Expected Growth	
Overall Status	Needs Improvement		Effective	Highly Effective	
	Determined by lowest standard score				
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.					

[Reports](#)
[Schools](#)
[Tests/Subjects](#)
 [Print](#)
[Export](#)
 [Help](#)

Report: School Value Added
School: Turrentine Middle
District: Alamance-Burlington Schools
Year: 2011

Test: End of Course
Subject: Algebra I

Standard	Status				
Standard One: Teachers demonstrate leadership.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Two: Teachers establish a respectful environment.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Three: Teachers know the content they teach.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Four: Teachers facilitate learning for their students.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Five: Teachers reflect on their practice.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Six: Teachers contribute to the academic success of their students More Details	Does Not Meet Expected Growth	Meets Expected Growth		Exceeds Expected Growth	
Overall Status	<div></div>				
	Needs Improvement	Effective		Highly Effective	
Determined by lowest standard score					
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.					

[Reports](#)
[Schools](#)
[Tests/Subjects](#)
 [Print](#)
[Export](#)
 [Help](#)

Report: School Value Added
School: Turrentine Middle
District: Alamance-Burlington Schools
Year: 2011

Test: End of Course
Subject: Algebra I

Standard	Status				
Standard One: Teachers demonstrate leadership.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Two: Teachers establish a respectful environment.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Three: Teachers know the content they teach.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Four: Teachers facilitate learning for their students.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Five: Teachers reflect on their practice.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Six: Teachers contribute to the academic success of their students More Details	Does Not Meet Expected Growth		Meets Expected Growth	Exceeds Expected Growth	
Overall Status	Needs Improvement		Effective	Highly Effective	
	Determined by lowest standard score				
	Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.				

Reports Schools Tests/Subjects Print Export ? Help

Report: School Value Added
School: Turrentine Middle
District: Alamance-Burlington Schools
Year: 2011

Test: End of Course
Subject: Algebra I

Standard	Status
Standard One: Teachers demonstrate leadership.	Not Demonstrated Developing Proficient Accomplished Distinguished
Standard Two: Teachers establish a respectful environment.	Not Demonstrated Developing Proficient Accomplished Distinguished
Standard Three: Teachers know the content they teach.	Not Demonstrated Developing Proficient Accomplished Distinguished
Standard Four: Teachers facilitate learning for their students.	Not Demonstrated Developing Proficient Accomplished Distinguished
Standard Five: Teachers reflect on their practice.	Not Demonstrated Developing Proficient Accomplished Distinguished
Standard Six: Teachers contribute to the academic success of their students.	Not Demonstrated Developing Proficient Accomplished Distinguished

More Details

Year One (2009-2010)
Individual Student Growth: -1.8
School-wide Student Growth: .1
Year One Growth: 1.23

Year Two (2010-2011)
Individual Student Growth: 1.2
School-wide Student Growth: .9
Year One Growth: 1.11

Year One (2011-2012)
Individual Student Growth: .7
School-wide Student Growth: .9
Year One Growth: .76

Three Year Rolling Average: .21

Overall Status	Needs Improvement	Effective	Effective
Determined by lowest standard score			
Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.			

Detail on the Sixth Standard Rating

Data Quality



Data Quality Reminders



Online NC Educator Evaluation System:

- ☐ Only actual teachers and principals should be entered into the online NC Educator Evaluation System

- ☐ All teachers and principals should have a Unique ID entered in the online NC Educator Evaluation System

Data Quality Reminders



Exception Children and Their Teachers:

- ☐ An HQ teacher must instruct EC students in the classroom, not only in NCWISE
- ☐ Co-teachers are responsible for the instruction of all students; enter in NCWISE as “teacher 1” and “teacher 2”

Data Quality Reminders



NCWISE:

- ☐ For grades 3 – 5, schedule students separately for ELA, Math, Social Studies and Science
- ☐ Assign final marks for students in grades 3 – 12
- ☐ Use appropriate course codes
- ☐ If possible, record teacher email addresses in NCWISE

Data Quality Reminders



Additional guidance coming soon for NCWISE coordinators

Measures of Student Learning/Common Exams



Measures of Student Learning



Measures of Student Learning/Common Exams

are being designed for non-tested subjects for district use to populated Standard 6

Focusing on the “Why”



So why have statewide Measures of Student Learning/Common Exams?

1. North Carolina has a statewide evaluation system to ensure that every teacher receives a fair and consistent evaluation, regardless of his or her employing LEA
2. Teachers in all content areas should receive a Standard Six rating based on the growth of their own students on their content-specific standards
3. Most LEAs do not have the capacity to design their own assessments for all non state-tested grades and subjects

LEA-NCDPI Partnership



Prior to submitting a Race to the Top application, LEA superintendents and the NCDPI came to an agreement on how to measure student growth for the grades and subjects not assessed with state exams:

Step	Description	Owner
One	Design statewide assessments	NCDPI (with teacher input)
Two	Administer new assessments	LEAs/Charter Schools
Three	Determine growth with data from new assessments	NCDPI

In a Typical LEA...



Human Resources
Director



- Trains all staff on the evaluation process, including Standard Six
- Explains the purpose of the MSLs
- Ensures data quality throughout system

Testing
Coordinator



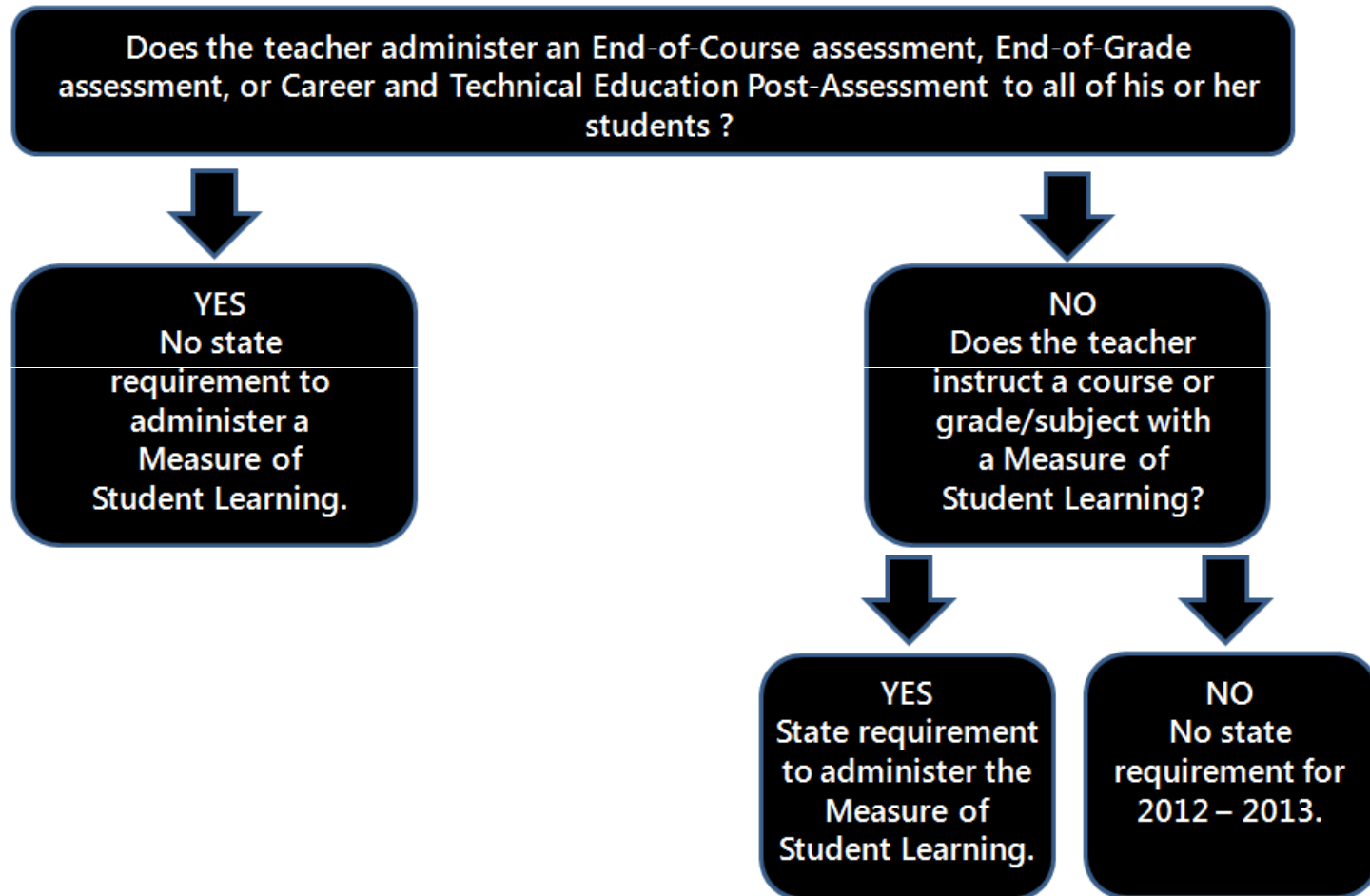
- Retrieves the MSLs from the secure shell
- Manages administration
- Scans answer sheets through Winscan

Using Student Growth Guide



- Provides information on what assessments must be administered, how growth will be calculated with assessment results, and how teacher growth values will be determined
- Divided into content/grade-specific sections

Decision Tree for Administration



Implementation Guide



- FINAL version for the Fall 2012 – 2013 administration
- Balances between LEA flexibility in implementation and the need to collect secure data to send to EVAAS
- Will be revised after any Fall 2012 administrations prior to launch of Spring 2013 administration
- Outlines decisions that LEAs need to make about implementation of the MSLs

Implementation Options



- Administration of the high school MSLs in the fall is optional
- If a district chooses to administer, all MSLs must be administered
- If a district chooses to administer, results will be used to determine the sixth standard rating.

Implementation Guide

Part I - Context



- Provides a summary of the educator evaluation system
- Outlines the purpose of the MSLs
- Inclusion in the guide does not imply that testing coordinators are responsible for training on the evaluation system or Standard 6
- Acknowledges that teachers are also an audience for the guide and need to understand how the MSLs connect with educator effectiveness
- Separate guide on how assessment data are used to measure growth is available

Implementation Guide

Part II - Timelines



- Timeline of administration for the MSLs
- Fall 2012 – 2013 administration is OPTIONAL
 - Superintendents must notify Dr. Garland by October 1 if district will be administering this fall
- Testing window
 - Up to LEA discretion
 - Data from Fall 2012 administration due February 1, 2013
 - Data from Spring 2013 administration due June 28, 2013
- No retesting (unless misadministration declared)
- Administration should not extend testing window
 - MSLs designed to be administered during normal class period or during exam week

Implementation Guide

Part II – Length and Population



- Length of the High School 2012 MSLs
 - 90 minutes
 - MSLs broken into two 45-minute sections to allow for administration in non-block schedules
- Testing population
 - All 4 – 12 students (with or without classroom accommodations)
 - LEP students who meet eligibility criteria
 - Not required for students being instructed on the Extended Content Standards
 - No alternative assessments for EXTEND 2 population; districts not required to create their own assessments

Implementation Guide

Part II – Online Administration



- Online administration
 - LEAs may administer through existing online assessment programs as long as:
 - The items are uploaded through a method that preserves the integrity of any images
 - The program can export data in the required form (required file format will be released soon)
 - Plans are in place for security of the MSLs
 - The NCDPI cannot support online administration

Note: The same form of the MSL will be used in Fall 2012 and Spring 2013. That form will then be released, and a new form will be available for use in 2013 – 2014

Implementation Guide

Part II – Paper Administration



- Paper and pencil administration
 - NCDPI will provide PDF files of all MSLs (~November 8)
 - One PDF for regular administration
 - One PDF that includes the common large-print and one item per page modifications
 - LEAs are responsible for printing
 - Elimination of school-level expenses for printing and Scantron sheets for teacher-designed final exams
 - Answer sheets available for purchase from vendor with whom the NCDPI will establish a sole-source relationship
 - NCDPI will approve Race to the Top Detailed Scope of Work amendments that move funds to pay for administration of the MSLs

Implementation Guide

Part II – Materials Needed



- Materials for administration
 - *MSL Implementation Guide* (electronic or paper version)
 - MSL Test Books
 - MSL Answer Sheets
 - Blank paper
 - Number 2 pencils
 - Calculators for some science and math MSLs (students may use their own as long as they are cleared by a teacher prior to testing)
 - Timing device

Implementation Guide

Part II – Handling of Materials



- Ensure that access to the MSLs is limited by storing in locked location
- Take steps to prohibit reproduction of any part of the MSLs
 - Distribute only immediately before administration
 - Testing Code of Ethics applies
- Collect all materials and destroy any test books that students have written in
- Store clean test books and unused answer sheets from Fall 2012 to use in Spring 2013 (if administered during fall semester)

Implementation Guide

Part II – Secure Environment



- The NCDPI strongly recommends one of the following policies regarding test administrators and proctors:
 - If the test administrator is the teacher of record for the grade or course, a proctor should be present during the MSL administration
 - Another teacher (not the teacher of record) serve as the test administrator
 - Other methods as determined by LEAs; principals ultimately responsible for security
- LEAs are not required to use one of the above policies, but should consider security in an environment where student test results play a role in the teacher's evaluation

Implementation Guide

Part II – Irregularities



- LEAs should determine what constitutes an irregularity or misadministration
- MSL testing irregularities should be investigated and handled at the local level; do not enter into OTISS
- When a misadministration is declared, the MSL should be administered again after no fewer than five days from the original administration date

Implementation Guide

Part II – Teacher Scoring



- Many of the MSLs include one or more performance-based tasks
- The NCDPI strongly recommends one of the following policies regarding scoring of these items:
 - Two teachers with the appropriate content knowledge review and grade the performance-based items (one may be the teacher of record)
 - One teacher with the appropriate content knowledge reviews and grades the performance-based items (should not be the teacher of record)
- Partnerships between neighboring LEAs may be valuable

Implementation Guide

Part II – Scoring



- The teacher(s) who scored the MSL performance items bubble(s) in the number of points awarded on the student answer sheet
- Testing staff scores answer sheets in Winscan, which allows for simultaneous capture of points awarded for performance items, scoring of multiple-choice items, and generation of a raw score (percent correct)
- Raw score (percent correct) can be used in student grade as a final exam

Measures of Student Learning

BEGIN TEST HERE

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60

1. Teacher 1: 1 2 3 4	6. Teacher 1: 1 2 3 4
Teacher 2: 1 2 3 4	Teacher 2: 1 2 3 4
Teacher 3: 1 2 3 4	Teacher 3: 1 2 3 4
Teacher 4: 1 2 3 4	Teacher 4: 1 2 3 4
2. Teacher 1: 1 2 3 4	7. Teacher 1: 1 2 3 4
Teacher 2: 1 2 3 4	Teacher 2: 1 2 3 4
Teacher 3: 1 2 3 4	Teacher 3: 1 2 3 4
Teacher 4: 1 2 3 4	Teacher 4: 1 2 3 4
3. Teacher 1: 1 2 3 4	8. Teacher 1: 1 2 3 4
Teacher 2: 1 2 3 4	Teacher 2: 1 2 3 4
Teacher 3: 1 2 3 4	Teacher 3: 1 2 3 4
Teacher 4: 1 2 3 4	Teacher 4: 1 2 3 4
4. Teacher 1: 1 2 3 4	9. Teacher 1: 1 2 3 4
Teacher 2: 1 2 3 4	Teacher 2: 1 2 3 4
Teacher 3: 1 2 3 4	Teacher 3: 1 2 3 4
Teacher 4: 1 2 3 4	Teacher 4: 1 2 3 4
5. Teacher 1: 1 2 3 4	10. Teacher 1: 1 2 3 4
Teacher 2: 1 2 3 4	Teacher 2: 1 2 3 4
Teacher 3: 1 2 3 4	Teacher 3: 1 2 3 4
Teacher 4: 1 2 3 4	Teacher 4: 1 2 3 4



Stock No.
 SIDE 2

Measures of Student Learning

BEGIN TEST HERE

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60

1. Teacher 1: 1 2 3 4	4. Teacher 1: 1 2 3 4
Teacher 2: 1 2 3 4	Teacher 2: 1 2 3 4
Teacher 3: 1 2 3 4	Teacher 3: 1 2 3 4
Teacher 4: 1 2 3 4	Teacher 4: 1 2 3 4
2. Teacher 1: 1 2 3 4	5. Teacher 1: 1 2 3 4
Teacher 2: 1 2 3 4	Teacher 2: 1 2 3 4
Teacher 3: 1 2 3 4	Teacher 3: 1 2 3 4
Teacher 4: 1 2 3 4	Teacher 4: 1 2 3 4
3. Teacher 1: 1 2 3 4	
Teacher 2: 1 2 3 4	
Teacher 3: 1 2 3 4	
Teacher 4: 1 2 3 4	



Stock No.
 SIDE 2

Implementation Guide

Part III



- Each LEA should develop an implementation plan for the MSLs
- Plans should include:
 - Training for teachers and school administrators on the MSLs (in conjunction with Human Resources staff)
 - How/if MSLs will be used for student accountability (i.e. as final exam grades)
 - How/if parents and guardians will be notified of the MSLs
 - Testing window

Implementation Guide

Part III



- Training for teachers on how to score the performance-based items (NCDPI module released in early Fall 2012)
- Administration mode and security
- Uniform procedures for administration
- Procedures for the distribution, collection, storage, destruction, or recycling of MSL materials
- Roles and responsibilities for LEA and school-level staff members

Implementation Guide

Part IV



- Sample scripts to use for paper and pencil administration

Local Planning Template



Local Planning Templates



The NCDPI has designed an optional planning template to assist districts and charter schools with the development of educator effectiveness plans

Completion of template is optional: the NCDPI will not request or review

Contact Information



Rebecca Garland
Chief Academic Officer
Rebecca.Garland@dpi.nc.gov

Angela Quick
Deputy Chief Academic Officer
Angela.Quick@dpi.nc.gov

Jennifer Preston
Race to the Top Project Coordinator for Educator Effectiveness
Jennifer.Preston@dpi.nc.gov

educatoreffectiveness@dpi.nc.gov
<http://www.ncpublicschools.org/educatoreffect/>

ASIS Update



Local Planning Time

